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Martini Information Literacy: How does “anytime, anyplace, anywhere” access to information change what Information Literacy means?

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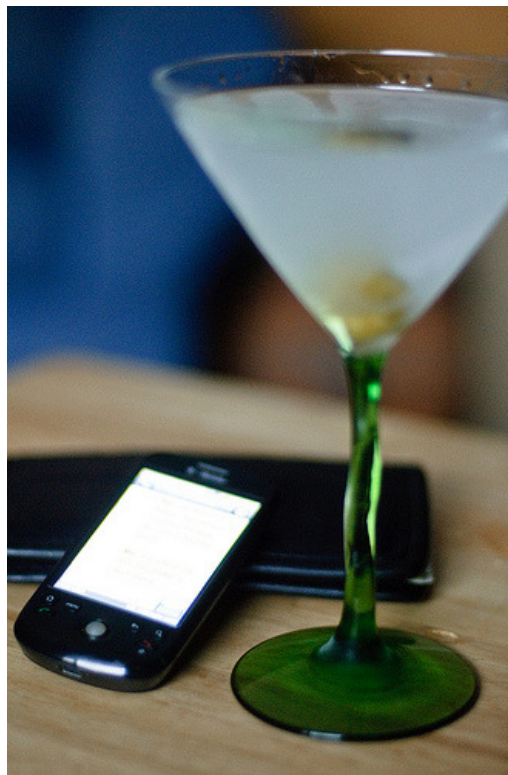
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Martini Information Literacy

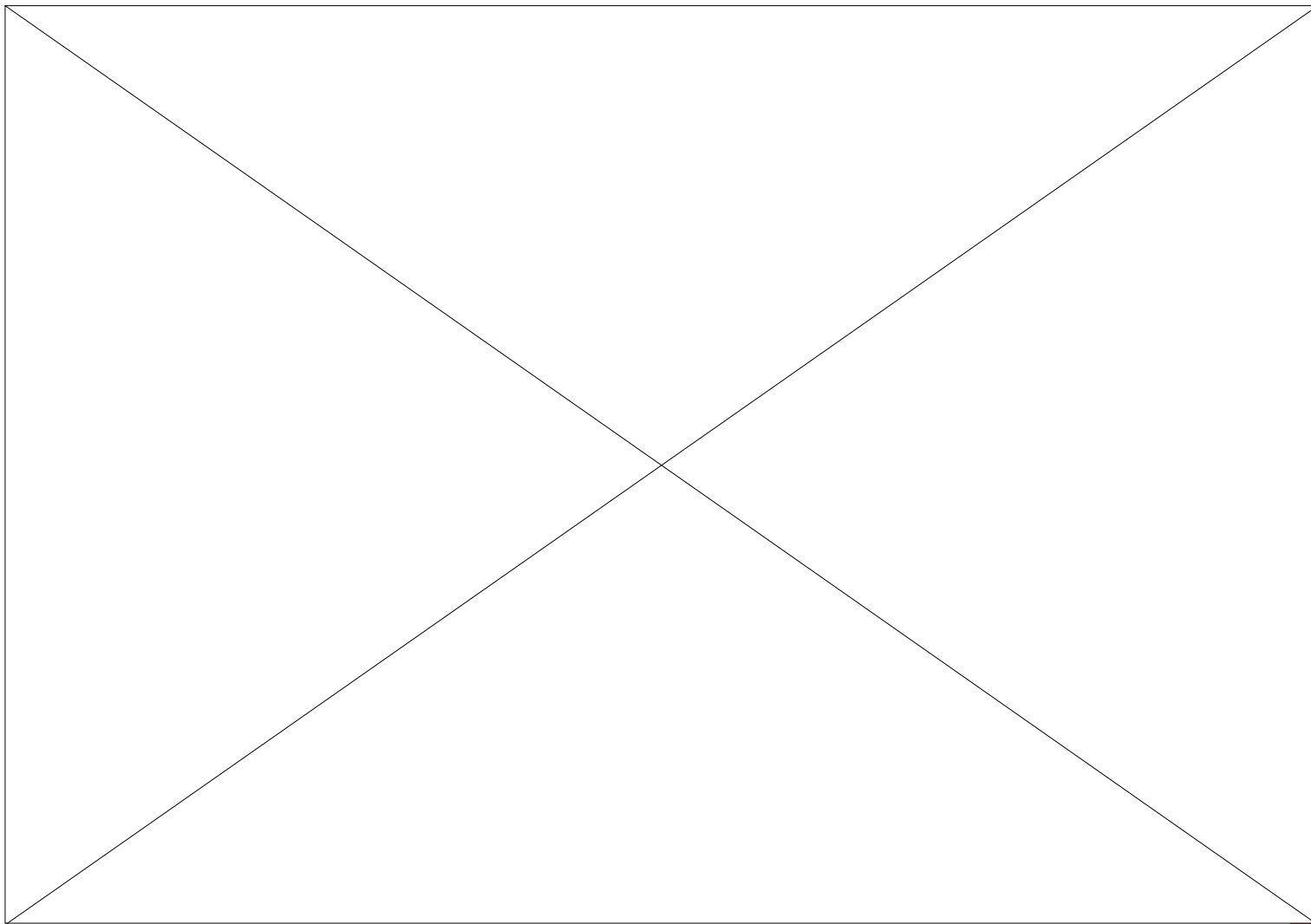
How does “anytime, anyplace, anywhere” access to information change what Information Literacy means?



Andrew Walsh,
LILAC 2011

Picture from: <http://www.flickr.com/photos/wickenden/4216632120/>

Why Martini Information Literacy?



Facts & figures

- Neilsonwire forecast that by the end of 2011 more smartphones will be sold in the US than “normal” standard mobile phones...
- ECAR study of US students (Smith & Caruso, 2010) - 63% of students surveyed owned an “internet capable handheld device”. About half of these used the internet from their device daily.





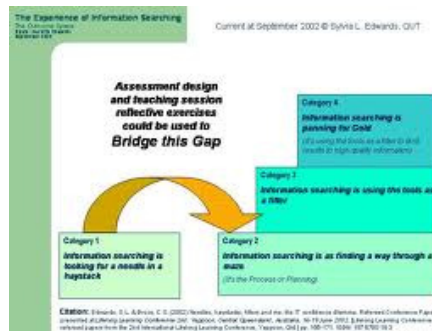
Developing out the concept of IL

- Paul Zurkowski (1974) first mention of “information literacy”.
- Early 1990s onwards dominated by Delphi study by Doyle (1992)
- Long lists of “attributes”
- Fed into standards and models such as:
 - ACRL standards (ACRL, 2000)
 - CAUL standards (Council of Australian University Librarians, 2001/2004)
 - SCONUL 7 pillars model (SCONUL Task Force on Information Skills, 1999)
 - Big Blue model (JISC, 2002)

The alternative: relational models

- Christine Bruce (1997) “seven faces”
- Sylvia Edwards (2006) “Net Lenses” model

Picks of books from my shelf?

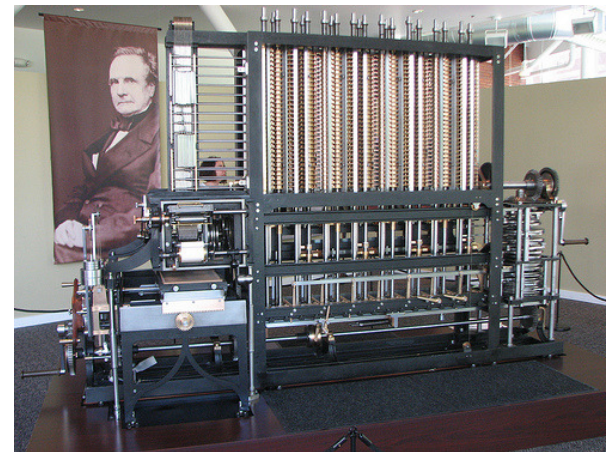


The differences (from Bruce, 1997)

Doyle's (1992) picture of information literacy	The relational picture of information literacy
Derived from scholars' views	Derived from users' experiences
Derived from seeking consensus	Derived from seeking variation
Derived using the Delphi technique	Derived using phenomenography
Recommends constructivist approaches to teaching and learning	Recomends relational approaches to teaching and learning
Sees information literacy as measurable	Does not see information literacy as measurable
Sees information literacy as definable	Sees information literacy as describable
Sees information literacy as quantifiable, asks how much has been learned?	Does not see information literacy as quantifiable, asks what has been learned
Portrays information literacy in terms of attributes of persons	Portrays information literacy in terms of conceptions, i.e. subject-object relations
Focuses on personal qualities of the individual apart from the environment	Focuses on personal qualities in relation to the environment

Bringing mobiles into IL

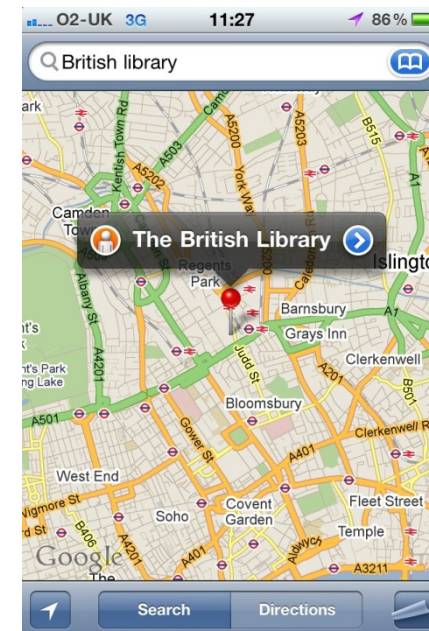
- Existing models have weaknesses flagged up by “relational” models
- Existing models essentially pre-world wide web, pre-mobile 1980s, early 1990s in nature



“Difference Engine” by
<http://www.flickr.com/photos/epitti/2586076518/>

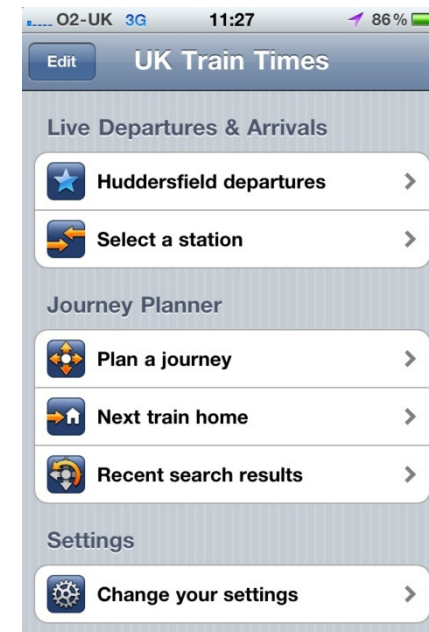
Four areas where mobile IL varies – Where?

“Someone sends me a link at work You just BANG, instapaper it ... when I’m on a bus journey or something I can just call up instapaper on my phone...”



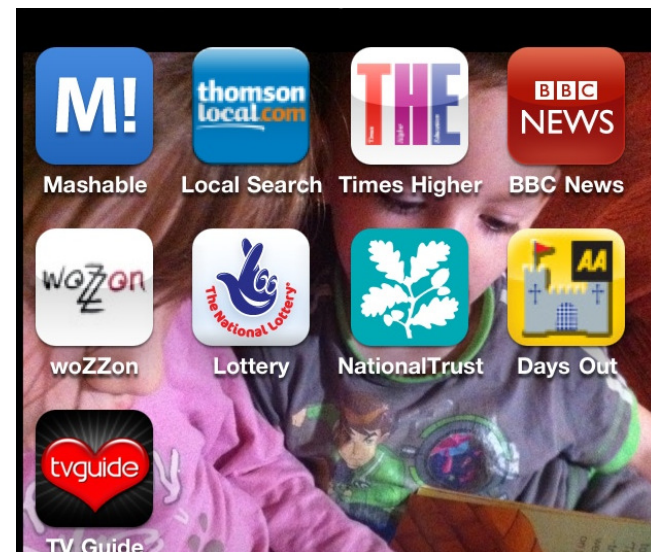
Four areas where mobile IL varies – What?

- *“I did install a trainline.com app ... when I was coming back from a gig in Manchester we got off one stop too far down the line so I was trying to find the train times to come back...”*



Four areas where mobile IL varies – How?

“Where I’ve a preferred provider for any time of information ... my first port of call would normally be their website ... (or) ... an app if it was a website I would always go for that sort of information...”



Four areas where mobile IL varies – Time spent?

“I just love the thought of not being tethered to go and fire up the old laptop or desktop machine...”



“old laptop” from

http://www.flickr.com/photos/running_like_an_antelope/2307016308/

Four areas where mobile IL varies

	“Fixed” IL	“Mobile” IL
Where?	Largely in “set” places. At a desktop computer (with little variation in software); at a fixed workplace; within a library.	Anywhere; any mobile device (phone, games device, eBook reader – massive variation in device).
What?	Anything?	Normally quick information, often context or location specific?.
How?	Range of established tools to access and manage wide range of information sources. Standard search engines.	Often narrow Apps and individual specialist sites rather than open web.
Time spent?	Varies. Often slow, long access. People spending long periods searching for, organising and extracting information, especially for academic use.	Quick / Fast only. Shorter searches. Little pondering and extracting information. Favour short chunks of info. “Convenience” of device.

“It’s interesting that having something like this (iPhone) will allow you to kind of delegate remembering facts and free you up for kind of critical thinking...”

Concluding thoughts...

- Desire for information on the move
- Competency based IL models don't cut the mustard any more
- Need to research & define mobile IL to equip us for the near future



Picture from <http://www.flickr.com/photos/the-g-uk/3322912059/>



A (select) bibliography pt I

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Thanks for listening

- Slides are at
- More stuff at <http://bit.ly/staffpageAW>
- I'm at a.p.walsh@hud.ac.uk **or**
[@andywalsh999](https://twitter.com/andywalsh999) on Twitter